DOCUMENT RESUME

ED 462 338 SO 033 566

AUTHOR Keir, Wendi
TITLE Symbols and Landmarks--National and Local. Grade 3 Model Lesson for Standard 4. California History-Social Science Course Models.
INSTITUTION California State Dept. of Education, Sacramento.
PUB DATE 1999-00-00
NOTE 61p.; Written with Priscilla Porter. For additional related lessons, see SO 033 567-568.
AVAILABLE FROM California Department of Education, 721 Capitol Mall, 6th Floor, Sacramento, CA 95814. Tel: 916-654-6299; Fax: 916-657-4964; For full text: http://www.history.ctaponline.org/center/.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Standards; Citizenship Education; *Cultural Context; *Government (Administrative Body); Grade 3; *Holidays; Literacy; Primary Education; *Social Studies; *Songs; *State Standards; Student Evaluation; Teacher Developed Materials
IDENTIFIERS *California; *Flags; Landmarks; Political Symbols; United States Constitution

ABSTRACT

Students study U.S. national holidays, symbols, songs, and landmarks to understanding and appreciation the meaning and significance of the nation's ideals of liberty, justice, and equality. Through lessons, discussions, discovery activities, and cooperative group work, students understand how and when various U.S. traditions represent and convey the country's ideals. The U.S. flag is a unifying theme for the unit. Students analyze its symbolism, learn patriotic songs about the flag, seek information about monuments associated with the flag, and look for ways the flag is used to observe and celebrate national holidays. Students acquire an understanding about the nation's traditions and a sense of pride in the country. Students realize the emotional power of the nation's symbols and songs and appreciate the citizens and events honored on national holidays or with national monuments and landmarks. Suggested time for unit implementation is 4 weeks. The lesson plan discusses the significance of the topic; lists focus questions; offers literacy links; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities, explains assessment methods, offers extended/correlated activities, and lists resources for the sample topic. Appended are song lyrics, poems, flag facts, the Pledge of Allegiance, additional information, and sample worksheets. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 462 338

CALIFORNIA History-Social Science
Course Models

Symbols and Landmarks - National and Local

Grade 3 Model Lesson for Standard 4

Written by Wendi Keir with Dr. Priscilla Porter

SO 033 566

1999

http://www.history.ctaponline.org/center/

California Department of Education
721 Capitol Mall, 6th Floor
Sacramento, CA 95814
(916) 654-6299

California Department of Education

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

C. Robinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Standard 4: Symbols and Landmarks - National And Local

Standard 4: Students understand the role of rules and laws in our daily lives, and the basic structure of the United States Government, in terms of:

1. why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; and the consequences for violating rules and laws

2. the importance of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life

3. the stories behind important local and national landmarks and the essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g. the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol)

4. the three branches of government (with an emphasis on local government)

5. how California, the other states, and sovereign tribes combine to make the nation and participate in the federal system

6. the lives of American heroes who took risks to secure freedoms (e.g. biographies of Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.)

Sample Topic for Standard 4:
U. S. symbols, holidays, landmarks, and patriotic songs

Suggested Time:
4 weeks

Written by Wendi Keir, Inglewood Unified School District, in conjunction with Dr. Priscilla Porter under the auspices of the Center for History-Social Science Education at California State University, Dominguez Hills.

Significance of the Topic

In this unit, students study American national holidays, symbols, songs and landmarks in order to gain an understanding and appreciation of the meaning and significance of our nation's cherished ideals LIBERTY... JUSTICE ... EQUALITY. Through lessons, discussions, discovery activities and cooperative group work, students gain an understanding of how and when these various American traditions represent and convey the ideals of our country.

The American flag is a unifying theme for the unit of study. Students analyze the symbolism of the flag, learn patriotic songs about the flag, seek information about monuments which are associated with the flag, and look for ways the flag is used to observe and celebrate the national holidays.

Students study different periods of history to investigate the origins of National holidays, the reasons behind the use of special symbols, and the establishment of landmarks to commemorate important events or individuals.

The objective of the first two sections SYMBOLS and SONGS is for students to realize the powerful emotional messages that are conveyed in symbols of the United States such as the American Flag and Bald Eagles and the patriotic feelings that are conjured when listening to the songs of America as in the "Star-Spangled Banner" or "America the Beautiful." Activities are designed to achieve this overall goal while giving students an opportunity to discover the origins behind these lasting traditional symbolic representations of the ideals of America.

Although Standard 4 refers to the study of the United States Government, the main focus for Grade 3 is "THE COMMUNITY." Keeping this in mind, connections are made linking American symbols and landmarks to the local community. How has your community continued these cherished traditions? Are there any National, state or local landmarks in your community? How are the National holidays celebrated in your community? Students will participate in activities that help make this vital connection between national and local symbols, songs and traditions.

Through this unit of study, students acquire an understanding of our nation's treasured traditions and a sense of pride for our country. The goal is for students to realize the emotional power of our nation's symbols and songs and appreciate the greatness of citizens and events honored on national holidays or with national monuments and landmarks.

Focus Questions

1. What are commonly used symbols of the United States of America? What do they represent?
2. What are some of our nation's patriotic songs? What do their lyrics convey?
3. What are some of the most famous U.S. landmarks? Who or what do they honor?
4. What are the United States national holidays? Which citizens/heroes or events are being honored on these days and why?
5. What do the words "liberty," "justice," and "equality" mean? How do the traditions of the United States convey and continue these cherished ideals? How do American traditions unite people who live in the United States?
6. How has your community continued these American traditions?

Literacy Links

This study of patriotic symbols, landmarks, and songs presents an opportunity for teachers to integrate Language Art skills with the History-Social Science activities described. Some of the activities presented in this unit directly relate to the Language Arts Standard Areas including writing, reading, listening and speaking for a variety of purposes.

Reading

- read a variety of informational texts, research material, books, magazines, and song lyrics for a variety of purposes
- predict the ending of stories
- read, interpret, and draw conclusions based on visual data presented in historical photographs, paintings and drawings of the people, places, and historical events
- obtain historical data from a variety of sources, including libraries, museums, historic sites, journals, diaries, eyewitness accounts

Writing

- convey information about what was read by note taking and writing paragraphs
- generate and organize ides for writing that reflect an understanding of the topic
- write for a variety of purposes, edit, and revise work
- use the conventions of written language including the use of complete sentences, commas, punctuation, conventional spelling and conventional grammar
- formulate questions to focus inquiry and analysis
- trace patterns of change and continuity in the history of our nation, state, and community

Speaking
- share aloud, using the conventions of language to communicate ideas by asking questions
- make speeches, perform skits and plays, and role play a story or historical event
- paraphrase information
- read aloud (with a rhythm, pace and intonation that sounds like natural speech)
- share group work and individual projects
- explain how symbols and mottoes have come to represent the nation's ideals
- identify historical landmarks in the local community and explain what purpose they serve

Listening
- listen responsively to others' points of view
- practice listening skills

A
Beginning the Topic

Let's go on a treasure hunt. Collect examples of different types of U. S. currency. If possible, provide each group with a sample of coins and a dollar bill. Use magnifying glasses to examine the currency thoroughly to discover the following facts about American money: Who is pictured on the coin/currency? How much is the coin/currency worth? What other pictures or symbols are displayed? What words or writing do you see on the coins/currency? Do you see any buildings or monuments (Lincoln Memorial is on the backside of the penny, Monticello is on the back of the nickel). Why do you think these pictures and symbols were chosen?

Have students brainstorm a list of American symbols to assess their prior knowledge about our country, including symbols, ideals, songs and traditions. They can begin by looking around the classroom for symbols of America. Record their observations on chart paper. Ask students to share some of their knowledge and experiences such as vacations to famous landmarks, souvenirs collected and various stories of personal experiences. Can you think of any songs about our country?

Tell the students that we are going to study about some of America's cherished traditions through its symbols, patriotic songs, landmarks, and national holidays. Post the unit's first four focus questions:
1. What are commonly used symbols of the United States of America? What do they represent?
2. What are some of our nation's patriotic songs? What do their lyrics convey?

3. What are some of the most famous U.S. landmarks? Who or what do they honor?
4. What are the United States National Holidays? Which citizens/heroes or events are being honored on these days and why?

Ask, "How do you think these symbols, songs, landmarks, and national holidays help unite the people of America?"

B
Developing the Topic

SYMBOLS

Discuss the meaning of the word "SYMBOL." (Something that stands for or represents something else, an object that represents an idea). Point out some examples of familiar advertising symbols such as the golden arches of McDonald's and the NIKE symbols. Mention some universal symbols of ideas such as a heart for love and for peace. Allow students time to brainstorm possible symbols for specific words such as "courage," "danger," and "happiness."

Explain to students that all nations have symbols that are special to their people. One symbol that every nation has is a flag. Other symbols can also stand for nations. What are the symbols that belong to our country, the United States of America?

Ask students to complete a KWL chart about American symbols (Appendix 1). They should only complete the "What I know (K)" and "What I want to Know (W)" sections.

Engage students by playing the song, "You're A Grand Old Flag" (George M. Cohen, 1905). Allow the students to listen and collect their thoughts. Play the song again ... ask students to write or draw their thoughts and feelings. Show the words of the song on the overhead projector or give the students a copy of the words (Appendix 2).

Read *A Flag for Our Country* by Eve Spencer. Before beginning, show the cover of the book and ask if our classroom flag looks like the flag on the cover? How is it the same? How is it different? Why do you think it is different? Who do you think the two people are? When you do think this story takes place?

Explain that this story is a legend. No one knows for sure if it is a fact. But the story survives of a young Betsy Ross, a war widow, who is surprised when General George Washington visits her sewing shop with a special request. The year is 1776. The legend of Betsy Ross is based upon family tradition and was first mentioned in 1870 by her grandson, William J. Canby. She was indeed a seamstress and she probably did sew American flags but there is no mention in public records,

newspapers, or private diaries that she was commissioned by General George Washington to sew the first flag.

Read the story, stopping at appropriate times to discuss the content. There are two places in the story where direct quotations are used:

"I can try," she told the General.

"Nothing easier," Betsy said.

Ask students if Betsy actually said these words or if they were added by the author of the book.

Working together with the students, create a Reader's Theater for the story. The simplest way to adapt a short story for Readers Theater is to leave the original intact and divide it so that one reader is the narrator while other readers perform the dialogue for the characters. Look for parts of the story where direct quotations can be added so that Betsy and General Washington carry on a conversation. (A sample Reader's Theater scrip is provided in Appendix 3).

Discuss the use of quotation marks and demonstrate their use as conversation is created based on the text.

On page 9, Betsy meets the three men with a curtsy. Ask students what a curtsy is. Who can demonstrate?

Movement, gestures, and staging can enhance the production, but should not detract from the book that should be the central focus. Costumes are not necessary, but are a bonus and should be kept to a minimum. Nametags can be helpful. Traditional Readers Theater performers normally do not look at each other, instead they project the reading into or beyond the audience. This is known as "off stage focus". When characters are "on stage", they face the audience; when "off stage" they do not leave the stage, but simply turn their backs.

After reading the Reader's Theater, return to the text and ask the students which parts of the story are historically accurate (can be proven) and which ones are part of the legend. Create a chart that may include the following:

Historical Fact	Legend
Betsy Ross was a real person.	Betsy Ross sewed the first flag.
Betsy Ross was a seamstress.	General Washington visited her shop in the spring of 1776.
In 1776, America was at war.	

Betsy's husband, John Ross, was killed in the war.

General George Washington was the leader of the American army.

Washington asked Betsy to make a flag.

The flag had 13 red and white stripes and 13 stars in the corner.

Betsy said the stars would look better in a circle and if they only had 5 points.

Looking at the classroom flag, ask students to discuss with a partner why they think red, white, and blue were the colors chosen for the flag. Write their brainstorming ideas on chart paper.

Introduce the book, *The Flag We Love* by Pam Munoz Ryan. Explain that the book is written in rhyme but that each page also gives background information about the history of the flag. Read the book to listen for the meaning of our flag's colors. (There is no official record of why red, white, and blue were chosen for the American flag. A resolution regarding the Great Seal of the United States defined the meanings of the country's colors several years after the flag was designed. Red stands for hardiness and courage, white for purity and innocence, and blue for vigilance, perseverance, and justice.)

Discuss the pictures and information about events in history and emotional moments when the existence of the America flag has represented honor, peace, freedom and pride. Ask students, "How do you think Americans felt in 1969 when Neil Armstrong and Edwin Aldrin, the first U.S. astronauts to land on the moon, planted the American flag on the moon?" "Why do America athletes often get emotional when they are awarded a medal while the American flag is raised and the National Anthem is played at Olympic games?"

Have students create a flag for their family. (As an alternative, students can design a flag for your classroom or for their cooperative learning groups.) Choose the colors of the flag and write an explanation for what each color represents. Symbols can be designed that represent ideals students believe are important. Display the flags.

Meet with the school custodian or person responsible for the daily raising and lowering of the flag on the school's flagpole. Have the custodian demonstrate the proper way for raising and lowering the flag, folding the flag, and storing the flag. Discuss the rules for flying the flag and flag etiquette. Upon returning to the classroom, use the flag facts listed in Appendix 4 as a group reading. Make one copy, cut it apart and give each

student a section. When appropriate, have the student demonstrate his/her flag fact. Ask, "Why do we have rules of etiquette for our flag?"

Arrange for a Boy/Girl Scout leader to demonstrate the accepted practice for carrying the flag into a meeting. Ask the leader and the scouts to lead the class in the Pledge of Allegiance. Have students take turns carrying and presenting the flag daily, leading the class in the Pledge to Allegiance.

Display the words to the Pledge of Allegiance. (Refer to *The Flag We Love* text if necessary.) Note the punctuation and practice saying the Pledge pausing in the appropriate spots. Underline the words "pledge, allegiance, Republic, nation, indivisible, liberty, justice. Discuss the meaning of the text. Help the students create a list of synonyms and record these along with the original words. Have students work together (in groups) to rewrite the Pledge in simpler terms and share their revised Pledge with the class. If desired, have students write a final draft of their revised Pledge, decorate it, and dip it in cooking oil to provide a parchment finish.

There have been several versions of the Pledge of Allegiance. The earliest know version was by an unknown author in the mid-1800s. The present pledge can be traced back to one written by Francis Bellamy to honor the 400th anniversary of Columbus's voyage to America. It appeared in a children's magazine on September 8, 1892. At first, it was not known who had written the pledge. Bellamy, a former Baptist minister from New York, was the magazine's circulation manager. In 1939, a committee of the U.S. Flag Association ruled that Bellamy was the author. Have students compare the two versions. Note: Two changes have been made to Bellamy's pledge, in 1923, the words "my flag" were replaced by "the flag of the United States of America." And, in 1954, the words "under God" were added (Appendix 5A). The current wording of the flag was established with Public Law 94-344, July 7, 1976, 90 Stat. 813. (The earliest known version of the pledge is provided in Appendix 5B. Later versions are given in Appendices 5C, 5D, and 5E.)

Invite students to brainstorm ideas for a classroom pledge. What types of behaviors could we expect from members of our class?

Divide the students into six groups. View the video *United State Flag* (Schlessinger Video Productions). Assign each group one of the following topics to listen for and take notes from the video: the origin of the flag, the role of Betsy Ross, the writing of The Star Spangled Banner, the evolution of the flag within the colonies and states, the Pledge of Allegiance, and care of the flag. Have each group illustrate the information they learned and share it with the class.
Provide students with a copy of the Patriotic Symbols graphic organizer (Appendix 6). Write "American Flag" on the first line. Work together to record data for each category. You may not have information for all categories and these may be left blank. Model

using the overhead projector or reproduce the graphic organizer on a large sheet of butcher paper.

Other activities that could be incorporated include:

- Brainstorm flag related phrases or vocabulary words, and write these words on small odd-shaped pieces of red, white, and blue paper. Use the pieces of paper to create a mosaic flag. Use the activity to reinforce concepts and vocabulary.
- Study the use of the United States Flag in famous paintings, photographs, or monuments (*George Washington Crossing the Delaware* by Emanuel Gottlieb Leutze; *The Spirit of '76* by Archibald Willard; Elizabeth (Betsy) Ross, American Flag Maker in *The Birth of Old Glory*; the photograph by Joe Rosenthal of Marines raising the American flag on Iwo Jima or use the Iwo Jima Monument that memorialized the event).
- Conduct a schoolwide Flag raising ceremony. Invite a Marine Color Guard
- Develop an historical timeline illustrating changes in the U.S. flag.

The books *Our Flag* by Eleanor Ayer and *The American Flag* by Vera Rollo provide additional background information that is useful.

Continue the symbol search by reading the introduction to *Our National Symbols* by Linda Johnson. Review the definition of "symbols." (A symbol is something that stands for something else.) Ask, "What are the symbols that belong only to our country, the United States of America?"

Divide students into groups and assign each group one of the following symbols to research: the Liberty Bell, the bald eagle, the Great Seal, Uncle Sam, and the Statue of Liberty. Provide groups with a copy of Our National Symbols that includes a section on each of the topics. Ask students where they can find additional information on their topic? Refer to research books such as the dictionary and encyclopedias.

Each group is responsible for completing their section of the graphic organizer (Appendix 6) which includes the origin of the symbol, what the symbol represents, where and how the symbol is used, and the appearance of the symbol. Students should provide examples of their symbols that might be a replica, pictures, or a three-dimensional model constructed by the students. As each group shares their research, help the other students record the information on their graphic organizer. Model by using the overhead projector or a large class chart.

Take a walking field trip around the school community on a symbol scavenger hunt. Work in groups. Students can use disposable cameras to take pictures of patriotic

symbols around the community (i.e. the flag in front of a bank). This can also be done on the school grounds. Walk through the library, cafeteria and other classrooms searching for symbols. Each student should be able to take 1-2 pictures. After the pictures are developed, students can write about a picture of his/her choice. Put the pictures and descriptions on display in the classroom or school.

If the walking field trip is not possible, ask students to search through magazines and newspapers for symbols of America. In teams, students can create collages of patriotic symbols. Students may choose pictures of: the flag, coins, Uncle Sam, the Liberty Bell, Uncle Sam. the bald eagle, the Statue of Liberty. Finished collages can be shared with the rest of the class.

Ask students to list the following words: "freedom," "liberty," "justice," "equality" and write what each word means or its "possible" meaning. Students should then find a dictionary definition for each word and record the definitions. Ask, "Did we find any of these words in our study of U.S. symbols? Refer to these terms throughout each of the following sections. Continue to refine the definition for each word as more information is obtained.

Have students complete the "What I Learned About American Symbols" section (L) of the KWL chart (Appendix 1).

PATRIOTIC SONGS:

In this section the students will listen to, analyze and learn the origins of several patriotic songs. Ask students if they know the names of any patriotic songs. Invite them to complete the K and W sections of the KWL chart (Appendix 7).

Read the book, *America the Beautiful* Katherine Bates, but do not show the illustrations. After reading the story once, ask students to sketch on a blank sheet of paper the one aspect of the story that intrigues them the most as you read it through a second time. During the third reading of the text, share the illustrations by Neil Waldman which are based on actual natural and man-made wonders. Give students time to share and respond to the group. This strategy is called "sketch to stretch." It helps students to explore the meaning of the literature through the means of visual representation.

On a map of the United States, locate the areas illustrated by Waldman. If desired, have students try to locate actual photographs of the places in the illustrations.

Explain to students that over 100 years ago in 1895, Katherine Bates published the poem "America the Beautiful" after she took a trip to the top of Pikes Peak where she was

inspired by the magnificent views of the mountains and the plains. Later the poem was set to the music of a familiar hymn by Samuel A. Ward.

Play the music to America the Beautiful and practice singing it together.

Provide a copy of the lyrics for students. Using the book *America the Beautiful* as a model, ask students to create their own book to illustrate the song. Encourage the use of a variety of art media such as watercolor and colored chalk. Students may use illustrations and/or photographs of their choice. They are not limited to the natural wonders selected by Waldman but may use their own interpretation of the words.

Play a tape/CD of the Star-Spangled Banner. Allow students to write or draw their thoughts while listening to the national anthem.

Read *By the Dawn's Early Light* by Steven Kroll. This will give students a great deal of background information about our National Anthem. Next, discuss some of the lyrics in the song (refer to pages 36-37 of *By the Dawn's Early Light*). Unfamiliar vocabulary words such as "anthem," perilous," "gallantly," ramparts," "gleaming" and "hailed" to name a few, should be defined. Students may want to share some of the thoughts or feelings they wrote or drew.

Use the photograph of the original manuscript of the poem that Francis Scott Key wrote at the Indian Queen Hotel on Baltimore Street the evening after he had witnessed the Battle of Baltimore (page 35 of *By the Dawn's Early Light*). Have students analyze the work of Francis Scott Key. Allow them time to examine such details as scratched out words, changes, difference in penmanship/printing and record any other discoveries they may find.

Divide students into groups depending upon the number of patriotic songs you want to be researched (Appendix 8). Introduce the graphic organizer (Appendix 9). Students should fill in information for the Star-Spangled Banner together and then research information about other patriotic songs. This can be an independent task or partner/group activity. Students need to research the origins of the song, what some of the lyrics convey and when the songs is played or sung. If possible, the patriotic song should be played and sung when each group shares their research. Help students record the information presented on their graphic organizer using the overhead projector or a large class chart.

Choose one of the patriotic songs such as "America". Play a tape of the song. If America was not one of the songs already studied, explain that the lyrics were written in 1832 by Samuel Francis Smith in 1832. The tune is based on the British national

anthem. List some of the key words/phrases on the board if the students need guidance. (...sweet land of liberty... land where our fathers died... let freedom ring). Provide students with a copy the words of "America" or other patriotic songs. Play the song again while reading the text. Ask the students to copy two words, phrases, or lines that they particularly like from the song on the separate slips of paper. In teams of four, have students combine all their slips and arrange them into a new "found" poem. Once they decide on the order of the lines, the slips should be pasted on to a piece of construction paper. Teams can illustrate and present their poem to the rest of the class. This strategy is called a Found Poem. The poem is created using a collection of luminous words or phrases quoted from the text. It enables students to return to the text to focus on the vivid words or phrases used by the author.

Ask students to complete the "What I have learned" section of the Patriotic Songs KWL chart (Appendix 7).

After finishing SYMBOLS AND SONGS, students should have a solid understanding of the meaning and emotional power embedded in various words and pictures and the affect these symbols and songs have on Americans. Review the dominance of the American Flag in the patriotic symbols and song activities. The next sections, NATIONAL LANDMARKS AND NATIONAL HOLIDAYS will provide the students with more insight into the lasting existence of various American institutions and traditions and how heroes and events have been celebrated and continued over time.

LANDMARKS AND MONUMENTS

United States landmarks and monuments are symbols that serve as historical reminders of the past. They honor important people and events in America. Distribute the KWL chart for Landmarks and Monuments (Appendix 10) and have students complete the What do You Know (K) and What Do You Want to Know (W) sections of the chart.

Show students the cover of the book *Our National Monuments* Eleanor Ayer and ask them what is shown. We have studied about the Statue of Liberty as a symbol of America. It is also a National Monument. Explain that America's famous monuments are memorials that are built to help ensure that certain events or people will never be forgotten. Not all monuments are made by people, some are natural wonders that are so beautiful or unique that they have been set aside by the government as special areas to be protected.

Read the Introduction on pages 4 and 5 of *Our National Monuments* . If this book is not available, Appendix 11 provides background information. Another good resource is *The Great American Landmarks Adventure* by Kay Weeks. Ask students questions such as

What are National Historic Landmarks? How are they chosen? Who takes care of them?

Divide students into at least six groups. Each groups researches a different monument, memorial, or landmark to find such information as origin/date the monument was established, who or what it honors, where it is located, why it is considered special or important, a sketch of the monument, and other related information. (See Appendix 12 for a partial list of America's National Monuments.)

Refer to the graphic organizer for Landmarks and Monuments (Appendix 13). Each group should create a large picture or three-dimensional model of the monument and a travel guide which includes exciting facts. Students can decide how to display the information they research. Project displays can be located in the classroom as their real locations are divided geographically in the country. For example, Mt. Rushmore might be located in the northwestern part of the room whereas the Washington Monument is located in the eastern part of the classroom.

As students rotate around the classroom to visit each of the monuments, they carry a passport (Appendix 14) which is stamped with the date and time upon arrival. In addition, as students visit each landmark, they complete their graphic organizer (Appendix 13). Students can also perform skits to act out the dedication of their monument.

NATIONAL HOLIDAYS

Ask students to brainstorm a list of holidays. Write each holiday on a work strip or on to chart paper that can be cut into strips. Work together to sort the holidays into the following categories -- Religious, Cultural, Historical, Other (Appendix 15).

You may wish to define categories for students.

Religious	Celebrating or observing a religious event. (Easter, Hanukkah)
Cultural	Celebrating/observing an event with origins from a specific culture. (Kwanzaa, Cinco de Mayo)
Historical	Honoring a person/event in history. (Thanksgiving, Veteran's Day)
Other	Celebrating a holiday (to acknowledge someone important in your life or merely for fun purposes: Valentine's Day, Mother's Day)

Explain we will concentrate on historical holidays or National Holidays. The holidays included are:

Labor Day	Columbus Day	Veteran's Day
Thanksgiving	Independence Day	Martin Luther King, Jr.'s Day
Memorial Day	President's Day (Washington, Lincoln)	

Other holidays such as Flag Day and Earth Day (formerly Arbor Day) may be added.

Divide the class into eight groups that will each research information about one of the national holidays. This information should include the origin, significance, related traditions, symbols, songs, date celebrated, and other interesting information.

Provide teams with resources and time to research their topic, complete the graphic organizer (Appendix 16), and prepare a short presentation for the class. Groups can design a poster, dress in costume, practice a skit, or plan another type of presentation to convey their information to the rest of the class. As groups make their presentations, help the other students complete their graphic organizer.

Ask students to create a chronological timeline of national holidays. This activity can have many variations. Students may create a school year or calendar year timeline. A page can be completed after each group makes their presentation or, if this unit is completed early in the school year, each holiday page can be created as it occurs during the year. Time lines should include the name of the holiday, the date it is celebrated, pictures relating the holiday (personal photographs, pictures from a magazine/newspaper or drawings), and a short explanation of the holiday. Since a KWL chart was not completed for this section of the unit, the calendar time line can serve as an assessment tool of what was learned.

C
Culminating the Topic

At this time students should be quite knowledgeable about the various American institutions, and how the existence of symbols, songs, landmarks and holidays has continued the traditions and cherished ideals of our country set forth more than 200 years ago.

Because the focus in Grade 3 is on the local community, have the students work together or in groups to complete a graphic organizer for your local community (Appendix 17). Focus on each topic - symbols, songs, landmarks, and holidays - and decide HOW the community continues these traditions. Sample chart notations may be:

Symbols	the flag in front of our school, saying the pledge before City Council meetings.
Songs	singing the Star-Spangled banner before a baseball game.
Landmarks	a statue honoring a local citizen, picture of Mt. Rushmore on a billboard
Holidays	the annual Memorial Day parade.

To complete their research, students should interview family and community members. Include some of the following:

- Ask questions about past and present celebrations.
- Interview people of different ages about the celebration of a holiday and compare their responses.
- Talk to a long time resident about local celebrations and the changes over time.
- Keep track of business that are closed for certain holidays
- Conduct a survey of community member's favorite national holiday and why
- Search the community for advertisements using patriotic themes.
- Interview people who have visited major U.S. landmarks.
- Conduct a survey of community member's favorite patriotic songs.
- Research historic sites in your community.

When completed, groups share their charts with the rest of the class in order to construct a large class version using the group's ideas.

Brainstorm ways that your class can contribute to the local community by designing some new traditions related to each section of the unit. These may include, but are not limited to the following:

- Symbols-- design a flag or symbol to represent your community or write a community pledge.
- Songs-- Write a community song using ideas from the patriotic songs they studied. Encourage students to add details unique to their community (people, history, geography, landmarks or landforms). Use a familiar tune such as "This Land is Your Land."
- Holidays-- Create a holiday to honor a person or event in the community. Include details about the holiday such as the purpose, the even or person it honors, whether it is celebrated or observed, special food or entertainment, a date for the holiday, and any other pertinent information.

- Landmarks-- Choose a person who is special to the local community. Design a landmark to honor him/her. It may be a historical hero or a leader in the community. Include why the person was selected and a drawing or model of the landmark.

Students have completed a graphic organizer for each section of the unit. They will now use the organizers to compare and contrast sentences. First, share with students the following signal words for writing compare and contrast sentences.

Signal words when you write compare sentences:

too	alike	both	the same as
similar	resemble	as well as	have in common
in the same way			

Signal words when you write contrast sentences:

but	different	yet	even though
however	instead	otherwise	on the other hand
in contrast			

Select two topics from the unit that can be compared and contrasted. For example, national symbols and monuments. Identify how they are the same and how they are different.

What is being Compared and Contrasted?	How Are They the Same?	How Are They Different?
National Symbols	They stand for or represent	Some monuments honor

National Monuments	something	real people
	You can draw what they look alike	Monuments are large and most symbols are small
	The Statue of Liberty is a symbol and a monument	Only 5 major symbols Lots of Monuments

Using the above information and a compare and contrast signal words, write several compare and contrast sentences. For example,

- The Statue of Liberty is **both** a symbol and a monument.
- Most monuments such as the Lincoln Memorial are large; **however**, most symbols such as the Liberty Bell are small.
- The five major national symbols are the flag, the bald eagle, the Liberty Bell, the Great Seal, Uncle Sam, and the Statue of Liberty. **On the other hand**, there are hundreds of national monuments.

Continue to write additional sentences demonstrating how to use various compare and contrast signal words. Point out that the signal words can be used in different locations in the sentence, sometimes in the beginning and sometimes in the middle. This is also an opportunity to demonstrate the use of commas. Students develop a sense of power as a writer as they practice writing a variety of different compare and contrast sentences.

For assessment ask students to select from two or more of the graphic organizers developed during the unit (Appendices 6, 9, 13, 16, 17) to write their own compare and contrast sentences.

Have the students brainstorm a list of American traditions. Return to definitions of the words "freedom," "liberty," "justice," "equality" written in the Symbols section of the lesson. Discuss what these words mean and revise the definitions, as necessary. Ask, "How do the traditions of the United States convey and continue these cherished ideals? How do these traditions unite the people who live in the United States?

Plan an ALL AMERICAN CELEBRATION with a theme of celebrating America and its traditions. Suggestions include:

- Invite parents, school faculty and staff, community members
- Dress in red, white and blue or dress as an historical person (Betsy Ross, Uncle Sam)
- Plan an all-American menu (hot dogs, apple pie, red/white/blue Jell-O)
- Decorate the room in red, white and blue
- Play patriotic music and sing patriotic songs
- Have an All-School flag ceremony with a Color Guard
- Learn how to march to some John Philip Sousa marches

- Conduct relay races such as a three-legged race
- Plan a skit, tableau, or class production to highlight what was learned. These could include the making of the American flag, the dedication of a national monument, a scene in which Francis Scott Key writes the Star Spangled Banner, scenes from various holiday celebrations, etc.
- This is an opportunity to display all of the work completed during the unit -- monument, models, Found Poems, travel brochures, flags, time lines, etc.

Assessment

Graphic organizers are used in each section of the unit (Appendices 6, 9, 13, 16, 17). While the charts are helpful for organizational purposes, it is not enough to have the students complete the charts. The charts must be put to use. In this lesson, students are introduced to words that signal that things are being compared or contrasted, to select comma punctuation skills, and to the formation of different sentence patterns. Using these language arts skills and the graphic organizers, students are asked to compare and contrast the content information about the American symbols, songs, holidays, and monuments studied in the unit. The graphic organizers help to bring the four somewhat separate sections of the unit together. Students make connections by seeing that some of the topics overlap and that each area adds to the traditions of America. The Community graphic organizer provides students with information on how these patriotic traditions are continued in their local area.

The KWL chart is used in three of the four sections of the unit (all except National Holidays). During the development section of the unit, it is suggested that the teacher model how to complete the "What I learned" (L) part of the chart by listing, with the student's assistance, what was learned about the flag. The category on the chart provides documentation of the student's leaning. It is useful to compare the student's prior knowledge with the newly gained information for symbols, patriotic songs, national holidays, and national landmarks/monuments.

Items to be included in a portfolio include:

- family flag with an explanation for what the colors and symbols represent
- collage of patriotic symbols
- definitions of "freedom," "liberty," "justice" and "equality"
- illustrated book of "America the Beautiful"
- found poem using the lyrics of a patriotic song
- travel guide for a national landmark or monument
- stamped passport showing visits to various national landmarks or monuments
- chronological time line of national holidays
- community project for symbols, songs, holidays, and monuments

- compare and contrast sentences
- projects completed for the All-American Celebration

One of the goals for the unit is for students to locate and use a variety of reference materials, including the dictionary, encyclopedias, and expository text such as informational books. Several subskills are included in this research. These include the ability to alphabetize to the 3rd letter in a word, use of the card catalog or library database, and the ability to take notes or paraphrase pertinent information.

Assessment opportunities also include the effectiveness of oral presentations and the appropriate use of art materials for the construction of models or replicas and the travel brochure. Students may also be assessed on grouped projects for their cooperation, equitable share of work, time on task, jobs performed, creativity, etc.

Extended and Correlated Activities

- Name that Tune -- Write your own patriotic song. After listening to several patriotic songs and discussing the origins, students should brainstorm patriotic words. Tell students to write a short song conveying their own feelings to the United States of America. This can be done independently, with a partner, or in groups. Encourage students to be original. A variation would be using phrases from the songs and synthesizing them into a new song. Students may wish to illustrate their song and perform it for others.

- Extra! Extra! Read all About It --Write a newspaper article about a landmark. Pretend you are living in the past reporting on a monument that was just dedicated. Tell about the excitement of the people, background information about the monument and any other interesting facts. Compile the articles together and publish a class newspaper.

- Artist at Work -- Create patriotic works of art designed by the students. Include a variety of media such as clay, water color, acrylic paints, crayons or pastels

- A Penny for Your Thoughts -- Design the front and back of a new U.S. coin. Write a description of why the design was selected and explaining the various parts. Who is pictured (American hero, community leader, a member of your family)? Is there a monument or design on the back of the coin? How much will the coin be worth?

Resources for the Sample Topic

Aten, Jerry. *America From Sea to Shining Sea.* Illinois: Good Apple, Inc., 1988. ISBN 0-86653-434-2. A collection of challenging reproducible follow up activities about the history of the U.S. designed for grades 4 and up. The lessons and activities can be adapted for use in primary classrooms.

* Ayer, Eleanor. *Our Flag.* Brookfield, Conn.: The Millbrook Press, 1992. ISBN 1-56291-1070. The story of the origin and changes of the American Flag.

** Ayer, Eleanor. *Our National Monuments.* Brookfield, Conn.: The Millbrook Press, 1992. ISBN 1-56294-078-3. Famous National monuments, memorials, landmarks and national parks are described in detail including their origins and geographic location.

** Bates, Katherine. *America the Beautiful.* Illustrated by Neil Waldman. New York: Atheneum, 1993. ISBN 0-689-31861-8. An illustrated edition of the nineteenth-century poem, later set to music, celebrating the beauty of America.

* Behrens, June. *Miss Liberty First Lady of the World.* Chicago: Childrens Press, 1986. ISBN 0-516-03295-X. An explanation of the origin of the Statue of Liberty.

* Burton, Paul H. *National School Celebration of Columbus Quincentenary.* Sacramento, Calif.: Celebration U.S.A., 1992. Information about the American Flag including unusual facts, the meaning of the colors and flag etiquette. Follow up activities included for students.

Carratello, John, and Patty Carratello. *Great Americans.* California: Teacher Created Materials, 1991. ISBN 1-55734-112-5. A reproducible book designed to teach students about great Americans who contributed to our country. Examples include: Benjamin Franklin, Martin Luther King Jr., and Eleanor Roosevelt.

Claire, Elizabeth. *ESL Teacher's Holiday Activities Kit.* New York: The Center for Applied Research in Education, 1990. This book offers "sheltering techniques" useful with ESL and/or Special Needs students.

* *Cobblestone*, January 1996 Edition. A Historical Look at Washington, D.C. Peterborough, New Hampshire: Cobblestone Publishing, Inc., 1996. ISSN 0199-5197. This magazine explore the development of the city --- its neighborhoods, parks, and cultural events -- and the people who played a role in that growth. This issue of Cobblestone shows that Washington as a city is much more than the seat of the U.S. government.

** Dalgliesh, Alice. *The 4th of July Story.* Illustrated by Marie Nonnast. New York: Aladdin Paperbacks, 1995. ISBN 0-689-71876-4. This book takes back young readers to revolutionary times, back to creation of the Declaration of Independence.

* Donnelly, Judy. *A Wall of Names.* New York: Random House, 1991. ISBN 0-679-90169-8. This book surveys the history of the Vietnam War, chronicles the construction of the Vietnam Memorial, and discusses what the Memorial means to many Americans.

* Fisher, Leonard Everett. *Stars & Stripes Our National Flag.* New York: Holiday House, 1993. ISBN 0-8234-1053-6. A book illustrating the various changes of the American flag.

Fradin, Dennis B. *Washington's Birthday.* Hillside, New Jersey: Enslow Publishers, Inc., 1990. This independent reading book discusses how George Washington's achievements led to the present-day celebration of his birth. See also *Lincoln's Birthday* (Enslow, 1990) by the same author.

Glasthal, Jacqueline B. *American History Math.* New York: Scholastic, 1996. ISBN 0-590-96568-9. This book cleverly integrates Math with American history. Measuring, predicting, graphing, working with money, multiplication, fractions and problems solving are just a few of the skills included in the various sections. All activities center around an historical theme.

The Great Seal of the United States. Washington, DC: National Archives and Records Administration, 1986. ISBN 0-911333-41-X. This brief explanation of the Great Seal is accompanied by period illustrations and facsimiles of documents.

Hayden, Richard Seth and Thierry W. Despont. *Restoring the Statue of Liberty.* New York: McGraw Hill, 1986. ISBN 0-07-027327-8. This book recreates the restoration of the Statue of Liberty. It includes hundreds of pictures of the process and drawings of the original plans for the renovation.

* Hayward, Linda. *The First Thanksgiving.* New York: Random House, 1990. ISBN 0-679-80218-5. Describes how the first Thanksgiving celebration came to be.

Herweck, Dona. *Patriotic Patterns & Clip Art.* California: Teacher Created Materials, 1991. ISBN 1-55734-142-7. Patriotic clip art to spice up dull follow-up sheets.

Hiatt, Catherine. *More Alternatives to Worksheets.* California: Creative Teaching Press, 1994. ISBN 30554-03327. A book filled with hands-on, creative activities for all curricular areas.

** Johnson, Linda Carlson. *Our National Symbols.* Brookfield, Conn.: Millbrook Press, 1992. ISBN 1-56294-108-9. This book examines the various symbols of our country. Colorful pictures and comprehendible descriptions are included.

* Knight, Margy Burns. *Talking Walls.* Illustrated by Anne Sibley O'Brien. Gardiner, Maine: Tilbury House, 1996. ISBN 0-88448-164-6. Introduces different cultures around the world by telling the stories of walls, from the Maya murals in Bonampak, Mexico, to dikes in the Netherlands.

** Kroll, Steven. *By the Dawn's Early Light--The Story of the Star-Spangled Banner.* New York: Scholastic, 1994. ISBN 0-590-45054-9 (Hard cover). This book provides an account of the writing of the "Star-Spangled Banner," detailing how Key was actually behind enemy lines at the time seeking release of a captured friend from the British who would not allow their departure until the bombardment of Baltimore was completed. The book includes a photograph of the original manuscript (used in this lesson), the score, and the complete lyrics.

* Livingston, Myra. *Festivals.* New York: Holiday House, 1996. ISBN 0-8234-1217-2. Poems celebrating fourteen festivals observed around the world including Chinese New Year, Kwanzaa, Purim, and Tet-Nguyen-dan.

* Low, Alice. *Holiday Treasury.* Boston: Little, Brown and Company, 1991. ISBN 0-316-53368-8. This is a book of short stories about the holidays.

Marzollo, Jean. *Happy Birthday, Martin Luther King.* New York: Scholastic, 1993. 0-0590-44065-9. A simple and informative illustrated biography of Martin Luther King, Jr.

Maestro, Betsy and Guilio. *A More Perfect Union.* New York: Mulberry, 1990. ISBN 0-688-10192-5. The story of the Constitution including a list of the Amendments.

* Maestro, Betsy and Guilio. *The Story of the Statue of Liberty.* New York: Mulberry, 1986. ISBN 0-688-08746-9. The story of the Statue of Liberty including interesting notes and facts about its origin.

* Miller, Natalie. *The Story of the Liberty Bell.* Chicago: Childrens Press, 1965. ISBN 516-04622-5. The story of the origin of the Liberty Bell is told with a great deal of historical background information.

Milliken, Linda. *Holiday Patterns.* California: Edupress, 1995. ISBN 1-56472-058-6. This reproducible book has outlines and patterns useful for bulletin board activities.

National Observances (American History for Children Video Series). VHS, Schlessinger Video Productions, Library Video Company, 1996. *National Observances* is one of many video in this series appropriate for this lesson. The video explains why we celebrate Election Day and the history of voting in America, Veterans' Day, Memorial Day, Labor Day and Independence Day. The series uses animation, live-action portrayals of historic figures, graphics, and engaging stories told from a child's point of view. *United States Flag, American Independence,* and *Washington, D.C.* .are among the other videos in the series appropriate for this unit of study.

* Penner, Lucille Recht. *Celebration, The Story of American Holidays.* New York: Macmillan Publishing Co., 1993. ISBN 0-02-770903-5. This book contains fascinating facts, stories, poems, recipes and crafts for holidays.

Provensen, Alice. *My Fellow Americans.* San Diego, Calif.: Browndeer Press, 1995. ISBN 0-15-276642-1. This pictorial history of famous Americans is presented in the form of a family album of tableaus and portraits of many of the individuals who have influenced American history, culture, and character. The short narrative tells of the words and deeds of numerous people from all walks of life and key events in history.

Resnick, Margaret, Margaret Pavol and Helen Pappas. *Every Day's a Holiday.* Chicago: Fearon Teacher Aids, 1991. ISBN 0-8224-6372-5. This teacher resource book includes background information on every holiday you can imagine. In fact, there is a holiday for almost every day of the year. The information is useful for teachers who want to introduced each new day with information about the day.

* Rollo, Vera. *The American Flag.* Maryland: The Maryland Historical Press, 1989. ISBN 0-917882-28-8. This book surveys the history, usage, and etiquette of the American flag.

* Russell, Elizabeth F. *Our Nation's Capital.* Jefferson City, Missouri: Scholastic Professional Books, 1996. ISBN 0-590-59929-1. This book includes activities and projects for learning more of Washington, D.C.

* Ryan, Concetta Doti. *Social Studies Assessment.* California: Teacher Created Materials, 1994. ISBN 1-55734-776-X. Authentic Assessment suggestions, charts, record sheets, rubrics, portfolio plans and activities are included in this helpful reproducible book for teachers.

** Ryan, Pam Munoz. *The Flag We Love.* Watertown, Mass.: Charlesbridge Publishing, 1996. ISBN 0-88106-845-4. This book includes bright pictures and rhyming verses

that depict famous and ordinary occasions in which patriotism is apparent. Pride and honor are felt as the reader progresses through the pages of the book.

* Shachtman, Tom. *America's Birthday, The Fourth of July.* New York: Macmillan Publishing Company, 1986. ISBN 0-02-782870-0. The Fourth of July celebration along the coast of New Hampshire and Maine is presented in text and photographs.

** Spencer, Eve. *A Flag for Our Country.* New York: Dialogue Systems Inc., 1993. ISBN 0-8114-7211-6. This book retells the story of Betsy Ross and the roll she took in creating the first American Flag. The last part of the book explain that although there is no documented proof that she created the fist flag, her grandchildren believe the story to be true.

Steins, Richard. *Our National Capital.* Brooklield, Conn.: The Millbrook Press, 1994. ISBN 1-56294-439-8. Tells the story of our capital -- beginning with L'Enfants plan and describes the District's unique position as a center for U.S. politics, history, and culture.

Wallner, Alexandra. *Betsy Ross.* New York: Holiday House, 1994. ISBN 0-8234-1071-4. An introduction to the life of the Philadelphia seamstress credited with sewing the first American flag.

* Weeks, Kay. *The Great American Landmarks Adventure.* Washington, DC: U.S. Government Printing Office, 1987. ISBN 0-16-038003-0. This reproducible book describes 43 historic National Landmarks. Students can read the information and color a picture of the landmark. The book explains how sites become National Landmarks, who cares for the sites and where they are located.

Yeaton, Connie S. *A Salute to Our Constitution and the Bill of Rights.* Indianapolis, Indiana: Indianapolis Newspapers Inc., 1986. A series of lessons using the newspapers, filmstrips, literature and role playing activities. Designed for grades 1-3.

Visual and Performing Arts Resources

* *American History Plays for the Classroom.* Edited by Sara J. Glasscock. New York: Scholastic Books, 9195. ISBN 0-592-59931-3. Ten historical plays for children provided including "The First Thanksgiving." Others include: Civil Rights, Pearl Harbor, and The Boston Tea Party.

* Beall, Pam, and Susan Nipp. *We Sing America.* Los Angles: Price Stern Sloan, 1987. ISBN 0-8431-4702-4. A collection of songs and patriotic poems including a cassette and lyrics.

Gonna Sing My Head Off! American Folk Songs for Children. Collected and arranged by Kathleen Kroll. Illustrated by Allen Garns. New York: Alfred A. Knopf, 1992. ISBN 0-679-87232-9. A collection of over 60 American folk songs including Woody Guthrie's "This Land is Your Land." Each song is designated by state or region to illustrate songs from "California to the New York Island." Music arrangements are for piano and guitar and are kept simple for the average person to sing and play.

Greenwood, Lee. *American Patriot.* Nashville: Liberty Records, 1992. Tunes include, This Land is Your Land, The Battle Hymn of the Republic, God Bless America, America the Beautiful, America, and the Star Spangled Banner.

* The Hollywood Sound Stage Chorus. *I Hear America Singing.* New Jersey: Miller International Co. It contains songs of our growing nation for over 100 years.

Kellogg, Steven. *Yankee Doodle.* New York: Aladdin, 1996. ISBN 0-689-80726-0. This illustrated version of a well-known song has readers join Yankee Doodle as he rides through battlefields of the Revolutionary War. The author includes a helpful essay for teachers giving the lesser know versions and other historical information regarding the song and explains how "Yankee Doodle" has been used in political campaigns throughout the years.

* Kleinknecht, C. Fred. *Anchor of Liberty.* Washington, DC: Electric City Printing C.,, 1988. ISBN 87-61823. This book contains reprints of famous U.S. pictures, paintings, photos and prints including landmarks, people and events.

* Livingston, Myra. *Celebrations.* New York: Scholastic Inc., 1991. ISBN 0-592-44405-0. This book contains a collection of poems for each holiday.

Miller, Natalie. *The Story of the Star-Spangled Banner.* Chicago: Childrens Press, 1965. ISBN 0-516-043636-5. The story of what led Francis Scott Key to write a poem which became "The Star-Spangled Banner."

* Morley, D. Fran. *The Story of America, The First 500 Years.* Tennessee: Ideals Publishing Corp., 1992. ISBN 0-8249-1105-9. This is a collection of famous pictures, poems, and stories of America.

Silverman, Jerry. *Songs and Stories from the American Revolution.* Brookfield, Conn.: Millbrook Press, 1994. ISBN 1-56294-429-0. This book is a collection of songs with patriotic themes. Yankee Doodle is one of the songs included.

* Slatkin, Leonard. "St. Louis Symphony Orchestra: The American Album." New York: BMG Music, 1991. ISBN 0-9026-60778-23. A collection of patriotic tunes. (A musical portrait of America and Americans).

Spielberg, Steven. "The American Tail" on VHS. Universal City, California, 1986. This video is an animated story about a family of mice who leave Russia to live in America. The story journeys to Ellis Island and the building of the Statue of Liberty.

* Spier, Peter. *The Star Spangled Banner.* New York: Bantam, Doubleday, Dell Press, 1992. ISBN 0-440-40697-8 (Soft cover). This story of the origin of the Star Spangled Banner includes the primary source document of the original song written in Francis Scott Key's handwriting. The words of the national anthem are richly illustrated by the author. The music is provided at the back of the book, including guitar chords.

Thomas, Jennifer. *Masterpieces of the Month.* California: Teacher Created Materials, 1990. ISBN 1-55734-018-8. A reproducible book with many different American artists included. One work is called "The Brooklyn Bridge" by Joseph Stella.

U.S. Songs and Poems (American History for Children Video Series). VHS, Schlessinger Video Productions, Library Video Company, 1996. The video includes the *Star-Spangled Banner, America the Beautiful, My Country 'Tis of Thee, Yankee Doodle, John Henry, The Pledge of Allegiance,* and *Hiawatha* with iconographic animation, and live-action shots.

Appendix 1

AMERICAN SYMBOLS KWL Chart

WHAT I KNOW ABOUT AMERICAN SYMBOLS (K)	WHAT I WANT TO KNOW ABOUT AMERICAN SYMBOLS (W)	WHAT I LEARNED ABOUT AMERICAN SYMBOLS (L)

Appendix 2

YOU'RE A GRAND OLD FLAG
by George M. Cohan
1905

YOU'RE A GRAND OLD FLAG

G.M.C. George M. Cohan, 1905

F
You're a grand old flag, you're a high fly-ing flag;
C7
And for-ev-er in peace, may you wave; — you're the
F G7
em-blem of the land I love, The home of the
C7 F
free and the brave. — Ev-'ry heart beats true
D7
'neath the Red, White and Blue, Where there's nev-
Gm C7 F
er a boast or brag; — But, should auld ac-quaint-ance
C7 G7 C7 F
be for-got, Keep your eye on the grand old flag. —

Cohan was an American actor, playwright, theatrical producer and writer of popular songs.

BEST COPY AVAILABLE

A Flag For Our Country
by Eve Spencer

Characters: **Betsy Ross, George Ross, Robert Morris, George Washington, Narrator**

Narrator: It was a warm spring day. Betsy Ross was sewing by the open window in her shop. The day seemed quiet. But this was not really a quiet time. For the year was 1776, and America was at war. America was fighting to be free from England. Early that afternoon, the door of Betsy Ross's shop opened. She looked up from her sewing, amazed to see General George Washington in her shop. Behind him were Robert Morris and her uncle, George Ross. General Washington was the leader of the American Army.

Betsy Ross: Why, uncle, what a surprise!

George Ross: Betsy, I'd like you to meet General George Washington and Mr. Robert Morris.

Betsy Ross: Good afternoon, gentlemen.

George Washington: It is a pleasure to meet you, Mrs. Ross. We have come here today to ask a special favor of you. Would you please sew us a flag? This will be the first flag for our new nation, The United States of America. There have been other flags before, but since America is no longer a part of England, we need a flag that shows America is free.

Betsy Ross: I am honored, sir, but I don't know how to make a flag. However, I want to help win the war so I can try.

George Washington, George Ross, Robert Morris: Thank you, Mrs. Ross.

Narrator: General Washington unfolded a drawing of the new flag.

Robert Morris: The 13 stars and 13 stripes stand for the 13 American colonies.

Betsy Ross: This will make a good flag, but it could use a little work. I think the stars would look better in a circle. Also, a star with five points would look better than a star with six points.

George Washington: I agree. But wouldn't a five-pointed star be hard to make?

Betsy Ross: Oh, there's nothing easier. Here, watch!

Narrator: Betsy folded a sheet of paper a few times. Then she took just one snip with her scissors and unfolded the paper. She had cut a perfect five-pointed star.

George Ross: Wow! Look at that!

George Washington: From now on the stars will be in a circle and have five points. This is the flag you will make, Mrs. Ross.

Narrator: Betsy worked hard for a week. She borrowed an old flag to see how it was made. She bought some thread and bunting, a fabric that flags are made from. Sewing the stars on was not easy. The stripes were not as hard to make. At last she was ready to show the flag to General Washington.

George Washington: I am very satisfied. Will you make some more flags, please?

Narrator: We may never know whether or not Betsy Ross made our first flag. But we know Betsy Ross loved her country. And we know our flag still flies over a free nation.

Appendix 4

Flag Facts

PATRIOTIC CUSTOMS

FLAG ETIQUETTE

- When the Pledge of Allegiance is recited, when the flag is being raised or lowered, or when it is being carried past, we should face the flag, stand at attention, and salute.
- Those in uniform should render the military salute.
- Men and boys not in uniform salute by removing their hats and holding them over their hearts.
- We should always handle the flag with respect, neither letting it touch the ground, nor leaving it carelessly about.
- The flag should not be carried flat or horizontally.
- Outdoors, the flag should be flown only from sunrise to sunset. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness.
- The flag should be raised briskly and lowered ceremoniously.
- We should never let the flag touch anything beneath it, such as ground, floor, water, or merchandise.
- We must keep the flag clean and undamaged at all times.
- We must never put any lettering, design, drawing or advertising on the flag.
- We must not place any object or emblem of any kind on or above the flag.
- We must never use the flag as a decoration to drape tables or walls. Bunting (decorative material, fabric, paper, or plastic used to swag or drape) of the national colors should be used instead. It should be arranged with the blue above, the white in the middle, and the red below.
- We must not use the flag as a part of clothing. However, it has become acceptable and customary for athletes, Boy Scouts, employees of certain companies, and others to wear flag patches or replicas of the flag on their uniforms.
- The flag should not be used for advertising purposes, nor should an advertising sign be fastened to the pole from which a flag is flown.
- When displaying the flag in a window or wall, we must keep the union of stars to the left of the observer.
- Traditionally the flag should be left free to fly in the breeze, symbolizing a free citizenry.

- When used on a speaker's platform, the flag, if displayed flat, should be above and behind the speaker.
- When displayed in a church or on a platform, the flag should be in the place of honor to the speaker's right.
- The flag should never be used as a covering for a ceiling.
- If the flag is displayed outside the chancel or platform, it should be placed to the right of the audience.
- When the flag is flown at half-staff, it should be hoisted first to the peak for an instant and then lowered to half-mast.
- On Memorial Day the flag is displayed at half-mast until noon only, then hoisted to the top of the staff. When the President of the United States dies, the flag is displayed at half-mast for thirty days.
- If a Vice President dies, it remains at half-mast for ten days.
- The flag is never flown with the union down, except to signify dire distress.
- When the flag is in such a condition that it is no longer a fitting emblem for display, it should be destroyed in a dignified way, preferably by burning.
- The flag flies at half-mast by presidential proclamation to show respect for important public officials who have died.
- The flag is honored by our military forces each day at sunrise and sunset.

WHERE THE UNITED STATES FLAG IS FLOWN

Public Schools, Post Offices, Government Buildings, Military Posts, American Ships, Polling Places, Forest Ranger Stations, Homes, Stores, Public Libraries

---

DISPLAY OF THE FLAG AT THE WHITE HOUSE

Excerpts from the U.S. Code: Patriotic Customs, Section 178:8
Modification of Rules and Customs by President

Any rule or custom pertaining to the display of the flag of the United States of America, set forth herein, may be altered, modified, or repealed, or additional rules with the respect thereto may be prescribed, by the Commander in Chief of the Armed Forces of the United States, whenever he deems it to be appropriate or desirable; and any such alteration or additional rule shall be set forth in a proclamation.

...WHEREAS the White House is a house that belongs to all the people...

...WHEREAS the White House, as the home of the President and his family, symbolizes the love of home and family which has long characterized our people...

...WHEREAS it is customary for many of our own citizens and many persons from other countries who visit our Nation's Capitol to view the White House at night...

...WHEREAS it is thus appropriate that the flag be flown over the White House by night as well as by day:

NOW, THEREFORE, I, RICHARD NIXON, President of the United States of America, do hereby proclaim that the flag of the United States of America shall hereafter be displayed at the White House at all times during the day and night, except when the weather is inclement....

This amendment was signed on September 4, 1970.

Appendix 5A

Pledge of Allegiance

Pledge to the Flag

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

1892 Pledge of Allegiance

I pledge allegiance to my Flag and (to)
the Republic for which it stands -
one Nation indivisible - with liberty
and justice for all.

Francis Bellamy

My one aim in conceiving and composing (the Pledge of Allegiance) was to supply a formula of resounding rhythmical words...which should embody the fundamental idea of patriotic citizenship, comprehending in broadest lines the spirit of our history and the deepest aim of our national life.

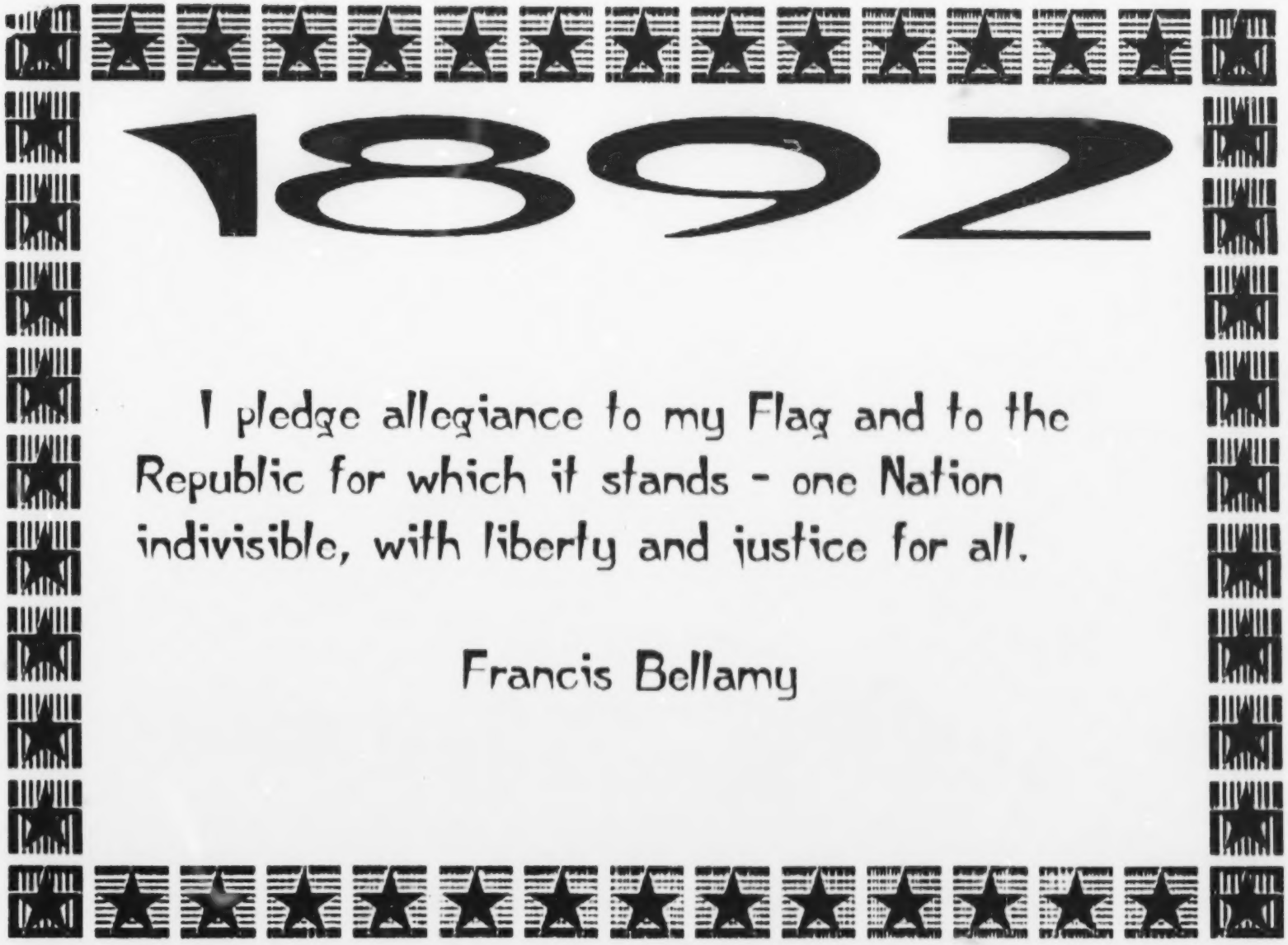
Francis Bellamy, 1929

BEST COPY AVAILABLE

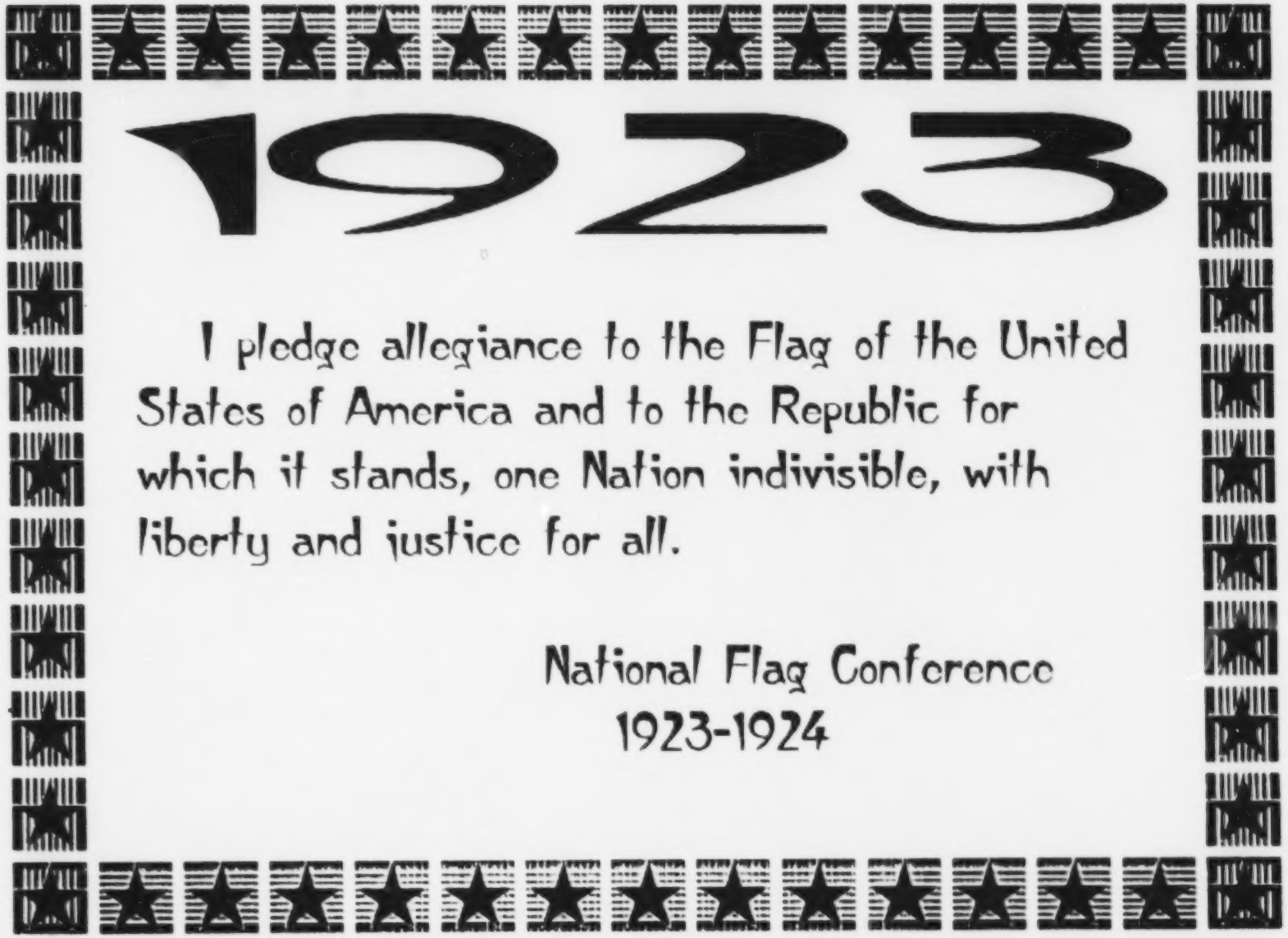
The First Pledge

I give my hand and heart to my country,
one nation, one language, one flag.

Author unknown 1800's


1892
I pledge allegiance to my Flag and to the Republic for which it stands - one Nation indivisible, with liberty and justice for all.
Francis Bellamy

BEST COPY AVAILABLE


1923
I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all.
National Flag Conference
1923-1924

Appendix 6

PATRIOTIC SYMBOLS

PATRIOTIC SYMBOLS (LIST)	ORIGIN /DATE	WHAT IT REPRESENTS	APPEARANCE (DRAW)	HOW IT IS USED	PATRIOTIC MESSAGE	OTHER INTERESTING INFO.

Appendix 7

PATRIOTIC SONGS KWL Chart

WHAT I KNOW ABOUT PATRIOTIC SONGS (K)	WHAT I WANT TO KNOW ABOUT PATRIOTIC SONGS (W)	WHAT I LEARNED ABOUT PATRIOTIC SONGS (L)

Appendix 8

Patriotic Songs

America
by S. F. Smith

America The Beautiful
by K. L. Bates and S. A. Ward

Battle Hymn of the Republic
J. W. Howe and W. Steffe

The Caissons Go Rolling Along
E. L. Gruber

Dixie
E. Emmet

God Bless America
I. Berlin

Marine Hymn
L. Z. Phillips and J. Offenbach

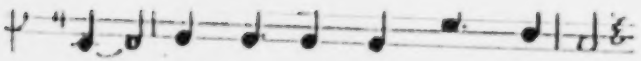
Navy Hymn
Rev. W. Shiting and Rev. J. B. Dykes

The Star-Spangled Banner
F. S. Key and J. S. Smith

This Land is Your Land
W. Guthrie

Yankee Doodle
G. M. Cohan

You're a Grand Old Flag
G. M. Cohan



Appendix 9

PATRIOTIC SONGS

PATRIOTIC SONGS (LIST)	ORIGIN /DATE	PEOPLE / EVENTS CONNECTED TO ORIGIN	PATRIOTIC MESSAGE	KEY WORDS / LYRICS	WHEN IT IS SUNG	OTHER INTERESTING INFO.

BEST COPY AVAILABLE

Appendix 10

NATIONAL LANDMARKS AND MONUMENTS KWL Chart

WHAT I KNOW ABOUT NATIONAL LANDMARKS AND MONUMENTS (K)	WHAT I WANT TO KNOW ABOUT NATIONAL LANDMARKS AND MONUMENTS (W)	WHAT I LEARNED ABOUT NATIONAL LANDMARKS AND MONUMENTS (L)

Appendix 11

The Great American Landmarks Adventure

Has your class ever taken a trip to the home of a famous politician or inventor? Perhaps your family stopped the car at the site of a historic battle? Or maybe you've heard your parents or teachers talking about getting together to save an old building from being torn down?

These places that schools and families visit, and communities seem to care so much about are historic landmarks--special places with exciting stories about the past. Buildings and sites are chosen as landmarks to recognize their importance in history. Small towns and big cities have landmarks. So do States. There are also landmarks that commemorate our entire nation's history.

Suppose you were asked to choose a few landmarks close to your home or school. Which would you choose? The oldest house in town? The city hall? A park with a statue in it? Or maybe a bridge, or lighthouse, or an old fire station? Instead of a single building, maybe you'd choose a whole street that shows how people used to live and work.

Now, what would happen if your classmates were asked to make their own list of nearby historic landmarks? Do you think they'd come up with the same choices? What about your teacher, or parents, or grandparents-- what places would they choose? If you compared the different lists, you might be surprised to discover that you had picked many of the same places. That's because families and even entire communities share feelings and ideas about their past, including what is important to take care of for future generations to learn about and enjoy.

What are National Historic Landmarks?

Let's suppose you were asked to choose the Nation's most important historic buildings and sites. These very special places would have to include every different chapter of America's rich past. They would have to show who "we the people" are, where we came from, what we built, what we think, what we've done, how we've been spending our leisure time and our money, and even what we've changed or tried to improve.

Choosing places important to the entire Nation would be very difficult and would have to be done with great care. Well, that's exactly what the U. S. Department of the Interior's National Park Service does through the National Historic Landmarks Program. Out of the millions of historic and pre-historic properties in the country, so far only about 2000 have been given the honor of being called National Historic Landmarks. Just about every type of property you can think of is included in the list and almost all are 50 years old or much older. There are homes of famous people, schools, factories, stores, skyscrapers, archeological sites, dams, ships, forts, bridges, railroads, courthouses, rockets, and even entire neighborhoods!

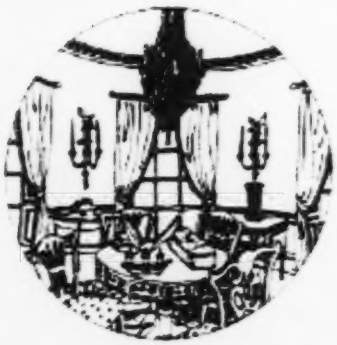
How are National Historic Landmarks Chosen?

The National Park Service asks experts in history, architecture, engineering, archeology, and anthropology to make a list of properties that are related to some aspect of America s history such as Science and Technology. The experts group these properties together according to historic themes — for instance, the history of the space flight program. Then, they study all the properties in the group very carefully.

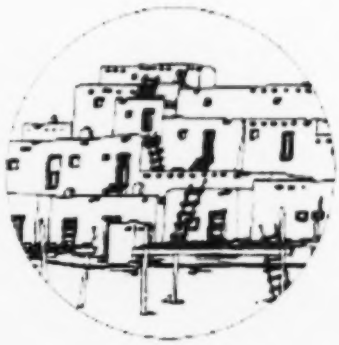
From the many examples, a shorter list is made. Next, the semi-finalist candidates for National Historic Landmark status are looked at again, this time by a board of scholars and concerned citizens. It's this group that recommends to the National Park Service which very special places should become National Historic Landmarks.

Who makes the final decision? The Secretary of the U.S. Department of the Interior. By designating a property a National Historic Landmark, the Secretary recognizes its importance to all Americans. Afterwards, a ceremony is often held. The owner is given a certificate and offered a free plaque with the Landmark's name on it.

A property may be chosen as a Landmark if is determined to be of historical importance to ALL Americans as:

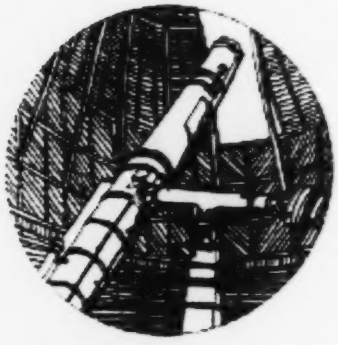


an event



a way of life or culture

an individual or group achievement



a scientific finding

architecture that illustrates a period, style, or method of construction

an idea or ideal

BEST COPY AVAILABLE

Appendix 12

National Monuments

(A partial list of America's National Monuments)

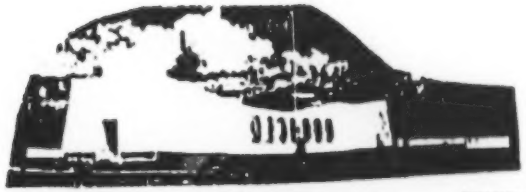
Monument to America's Leaders
- The Washington Monument
- The Lincoln Memorial
- The Jefferson Memorial
- Mount Rushmore National Memorial
- The Franklin Delano Roosevelt Memorial

Honoring America's Soldiers:
- The Vietnam Veterans Memorial
- The Tomb of the Unknowns at Arlington National Cemetery
- Marine Corps Memorial (Iwo Jima Statue)
- U.S.S. Arizona Memorial
- The Korean War Veterans Memorial

Tribute's to Outstanding Americans
- Benjamin Franklin National Memorial
- Wright Brothers National Memorial
- George Washington Carver National Monument
- Martin Luther King, Jr. National Historic Site
- Eleanor Roosevelt national Historic Site

Remembering America's Heritage
- Cabrillo National Monument
- Christopher Columbus
- Mesa Verde National Park
- Jefferson National Expansion Monument
- Coronado National Memorial
- Statue of Liberty National Monument
- Civil Rights Memorial
- Confederate Memorial Carving
- Women's Rights National Historic Park

Preserving Special Places in America
- National Parks and Monuments such as Yosemite and Grand Canyon
- Historic, Memorial, and Military Sites
- Waterways and Land Preserves



Appendix 13

U.S. LANDMARKS / MONUMENTS

U.S. LANDMARKS ACCOMPLISHMENTS (LIST)	ORIGIN / DATE	WHO / WHAT IT HONORS	LOCATION	PEOPLE / EVENTS CONNECTED TO ORIGIN	APPEARANCE (DRAW)	OTHER INTERESTING INFO.

BEST COPY AVAILABLE

Appendix 14

PASSPORT

(UNITED STATES NATIONAL LANDMARKS)

Name _____

School _____

Room _____

This is your official United States Landmarks and Monuments visitor's passport. Take this passport with you when visiting landmarks in your classroom or school. List each location you visit. Passports should be stamped upon arrival.

DATE	LANDMARK	LOCATION	OFFICIAL STAMP
____	_____	_____	_____
____	_____	_____	_____
____	_____	_____	_____
____	_____	_____	_____
____	_____	_____	_____

Appendix 15

HOLIDAY CLASSIFICATION

RELIGIOUS	CULTURAL	HISTORICAL	OTHER
Christmas	Cinco De Mayo	Thanksgiving	Valentine's Day

Appendix 16

NATIONAL HOLIDAYS

NATIONAL HOLIDAYS (LIST)	ORIGIN / DATE	DATE CELEBRATED OBSERVED	WHO / WHAT IT HONORS	SYMBOLS	TRADITIONS	OTHER INTERESTING INFO.

Appendix 17

PATRIOTISM IN OUR COMMUNITY

APPENDIX XIX

	WHAT IS USED / CELEBRATED / HONORED /	HOW IT IS USED / CELEBRATED / HONORED /	WHEN IT IS USED / CELEBRATED / HONORED /	WHERE IT IS USED / CELEBRATED / HONORED /	WHY IT IS USED / CELEBRATED / HONORED /	OTHER INTERESTING INFO
PATRIOTIC SYMBOLS						
PATRIOTIC SONGS						
U.S. LANDMARKS / MONUMENTS						
NATIONAL HOLIDAYS						

BEST COPY AVAILABLE